

**Montana Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS)
Program Administrative Signatures**

By signing below you confirm having read and understood this application and agree to the participation requirements acknowledged above.

Typed Name of School Building Principal (required)

Signature

Date

Typed Name of Superintendent (required)

Signature

Date

Please complete this application on or before **April 15, 2012**, (Deadline)

Please fax or mail this signatory sheet on the same date that you submit the form

Mail or fax to:

Amy Friez

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RTI/MTSS Levels of Implementation

EXPLORING – Awareness and First Steps

Level A

- School is committed with funding and time
- Leadership is committed and participating

Level B (all of the above and)

- RTI/MTSS Team is in place and scheduled to hold regular meetings
- Curriculum inventory of programs and materials is currently available in building and has been analyzed and vertically aligned
- Research-based curriculum materials and evidence-based interventions available and some used
- School may or may not have received basic RTI/MTSS training

Trainings

Motivational Speaker, Introductory Workshop, Delivery of Essential Components

IMPLEMENTING - Deeper Understanding

Level A Initial Implementation

- Benchmark data collection system in place
- RTI/MTSS team and grade levels analyze school data regularly
- Diagnostic testing is occurring at every grade level
- Parents, community, and school board members have been given information about the RTI/MTSS process
- School has decided on instructional expectations (fidelity to evidence-based curricula and supplemental intervention programs)
- A continuum of interventions or school-wide intervention plan has been created.
- School-wide consensus building activities are ongoing

Level B Systematic Targeted Implementation (all of the above and...)

- Progress monitoring is driving instructional practices
- Problem-solving team meetings (for student and system) are established and scheduled meetings occur regularly throughout the school year
- School developing procedures for data distribution, system assessment, and fidelity support
- Grade-level teams are regularly scheduled and work with data and leadership teams
- An action plan (next steps) is created and being addressed
- Staff consensus and support for RTI/MTSS Implementation is 75 percent or more
- Instructional walk-throughs are being utilized

Trainings Practice, Institutes, Professional-learning groups, trainings, Webinars, On-line threaded discussions, consulting, instructional coaching, personnel, team planning and problem solving

SUSTAINING - Fidelity of Implementation and a Culture of Commitment to ongoing School Improvement

- Action plans are created and monitored
- Consensus and support for RTI/MTSS School Improvement 80 percent or more
- A system is in place to support new staff members
- Evaluation procedures assess systemic RTI/MTSS
- All eight components are fully implemented, documentation and evidence clear
- Refining existing programs through a program review process
- RTI/MTSS process is written into the School Handbook, SPED program narratives, Five-Year Plan, School Policies and Procedures
- Protocols/Pathways are fully developed (periodically revised) and clearly communicated for teams and grade-level meetings and full staff, data collection and analysis, instructional delivery, fidelity checks, problem-solving procedures, walk-throughs, etc.
- On-site evidence exists supporting all of these practices

Trainings that target capacity building: consultation, direct observations, self-reflection and self-assessment, teacher interviews, training the trainer/coaching.